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ABSTRACT

This document is a selected annotated bibliography of publications and information sources related to performance-based teacher education (PBTE). The document is divided into six sections: General Materials About PBTE; Performance Criteria and Evaluation Procedures (Group A: General Materials; and Sample Lists); PBTE Program Development Programs in Operation); PBTE Activities in Various States (Group A: Connecticut; Groups B: Other States); Publications Lists (Group A: Lists of Modules; Group B: Publications Lists and Bibliographies); and Newsletters Relating to PBTE. Included in each citation are price information and availability. (JA)

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PERFORMANCE-BASED TEACHER EDUCATION: PUBLICATIONS AND SOURCES OF INFORMATION FOR EDUCATORS

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September, 1973

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I. General Materials about PBTE

The materials in this section have been classified General, not only because of their broad scope, but also - unless otherwise indicated - because most are written such that they can be understood by and useful to any reader interested in education, regardless of the depth of his/her understanding of PBTE or familiarity with educational jargon. These materials are, in our opinion, among the best to "start off" with or even to have as handy references for a more "advanced" student of the performance movement. For convenience, these materials have been arranged alphabetically, according the title.

"Accountability in Education", January, 1971 issue of Educational Technology Magazine (Volume XI, No. 1). Available from: Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Price: $3.00

This issue focuses on the concept of accountability in education, a movement closely related to the performance movement in teacher education. The 16 articles deal with subjects which range from performance contracting to one titled "Accountability, a Systems Approach and the Quantitative Improvement of Education - An Attempted Integration". Also included are articles on the accountability movement in Florida and on the specifying of objectives for performance contracts.

* * *

Beyond the Upheaval, by Edward C. Pomeroy. Available from: The American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. Price: $2.00

This booklet is the text of one of a series of lectures sponsored by AACTE, of which Dr. Pomeroy is Executive Director. In it he retraces dramatic changes in teacher education, particularly those which have occorred since World War II. Finally he suggests new directions for teacher education implied by the most recent "upheaval" - the performance movement: closer ties between colleges and school systems in planning and implementing teacher education programs; teacher educationprograms which are based on the achievement of specified teaching competencies, and a national system of accreditation for all teacher preparation institutions.

* * *

Changing Teacher Education in a Large Urban University by Frederick T. Giles and Clifford D. Foster. PBTE Series # 6. Available from: The American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. Price: $2.00

The authors describe their experience as faculty members involved in a changeover to the performance-based approach to teacher education at the University of Washington at Seattle. The discussion is divided into: a description of the process of change - the problems met and obstacles to overcome - and; a description of the program itself, which has been in operation for several years.

* * *

"Competency-Based Education", November, 1972 issue of Educational Technology Magazine (Volume XII, No. 11). Back issues available from: Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Price: $3.00

This issue was devoted in its entirety to competency- or performance-based education, and among the 20 contributors were some of the acknowledged leaders of the PBTE movement nationwide. Articles deal with a broad range of issues associated with the performance movement; program planning, certification policies, accreditation of teacher education institutions, other reform movements in education, etc. This is an excellent resource for the reader who wants exposure to the entire range of issues.

* * *

Competency-Based Education: The State of the Scene by Allen Schmieder. PBTE Series # 9. Available from: The American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. Price: $3.00 (payment or official purchse order must accompany orders)

In the Foreword to this recent addition to the PBTE Series, Joel L. Burden characterizes this booklet as a "study guide" for PBTE - an apt term. Schmieder is on the staff of the U.S. Office of Education and has been an active student of the performance movement for several years. This extremely useful resource contains: a background history of the PBTE movement; definitions of PBTE; information about different states' activities in PBTE; a glossary of terms and definitions of terms used in PBTE literature; lists of important publications and sources of information; a listing of PBTE programs around the country now in operation, etc. This booklet is a "must" resource for anyone interested in PBTE, whether he or she is still at the "awareness" level or already deeply involved.

* * *

Competency-Based Teacher Education by Dan W. Anderson, James M. Cooper, M. Vere DeVault, George E. Dickson, Charles E. Johnson and Wilford A. Weber. Available from: McCutchan Publishing Corporation, 2526 Grove Street, Berkeley California 94704. Price: $9.45

The authors of this recently published collection of essays are among the experts on PBTE; most have had extensive experience developing and implementing programs. The essays are divided into two "books"; the first is titled "Problems and Prospects for the Decade Ahead" and the second "A Systems Approach to Program Design". While this book would be of greatest interest to those involved directly in teacher education program development, it would give any reader a good insight into the "state of the art" in 1973.

* * *

Competency-Based Teacher Education: Progress, Problems, and Prospects by W. Robert Houston and Robert B. Howsam, editors. Available from: Science Research Associates, Inc., College Division, Palo Alto, California. Price: $3.95

Published late in 1972, this book is a collection of articles covering the

entire spectrum of issues related to the performance movement. The contributors are among the most experienced educators involved in PBTE. Titles and authors include: "Change and Challenges" (Houston and Howsam); "The Central Notion" (Richard W. Burns); "Curriculum Design" (J. Bruce Burke), "Evaluation of Teaching Behavior" (Frederick J. McDonald), "Consortia" (Allen Schmieder and Stephen Holowenzak); "Certification" (Theodore E. Andrews). A Must, particularly useful to the reader who has scanned the literature on a general level and wants to investigate the issues more closely.

* * *

Competency-Based Teacher Education: A Scenario by Wilford A. Weber and James M. Cooper. PBTE Series # 5. Available from: The American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. Price $2.00 (payment or an official purchase order must accompany orders).

Both authors have had extensive experience at several universities with PBTE program development. They present a hypothetical teacher education program that is performance-based through a playlet. The main character - a doctoral candidate interviewing for a position on the faculty - talks with faculty members, students in the program, community and school system representatives, each of whom gives his or her perceptions of the program. While the emphasis is decidedly on the positive aspects of PBTE, the Scenario does give the reader a good idea of what PBTE might mean to different groups involved.

* * *

A Critique of Performance-Based Teacher Education by Harry S. Broudy. PBTE Series # 4. Available from: The American Association of Colleges for Teacher Education, One Dupont Circle N.W., Washington, D.C. 20036. Price: $2.00 (payment or an official purchase order must accompany orders)

Broudy's major argument is that PBTE - with its focus on the development of measureable teaching skills and knowledges - might tend to produce teachers who are technically proficient, but who lack a foundation in child development and learning theory which teacher educators have deemed so necessary for teachers to be able to provide an enviornment which helps children learn. This booklet seems not so much a denial of the validity of PBTE, but a reminder to program developers not to lose sight of the important theoretical context without which technical virtuosity has no menaing.

* * *

Evaluation in Education, Number Eleven in the Educational Technology Review Series. Available from: Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Price: $3.95

Each Number in this Series is devoted to a specific issue in education, and each contains all articles pertaining to its issue that have appeared in Educational Technology magazine over the past five years. There are 25 articles in Number Eleven, most of which either analyze the current state of the art of evaluation or propose promising new approaches to evaluation.

* * *

A Humanistic Approach to Performance-Based Teacher Education by Paul Nash. PBTE Series # 10. Available from: The American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. Price: $2.00 (payment or official purchse order must accompany orders)

This booklet was prepared in response to one of the most compelling and often voiced criticisms of PBTE - that, with its emphasis on teacher behaviors which can be objectively measured, PBTE programs might tend to concentrate only on easy-to-measure qualities to the exclusion of difficult-to-measure qualities such as empathy with children or interpersonal relations. The result would be a program which is inhumane and mechanistic. Nash discusses openly and honestly those aspects of PBTE which are potentially antagonistic to humane values and makes helpful suggestions about how to avoid these pitfalls. This would be a helpful resource who has shared the reservations and doubts of PBTE's critics - friendly or unfriendly - particularly at the point where he or she feels ready to reach some kind of judgment about the performance movement

* * *

Improving In-Service Education: Proposals and Procedures for Change, Louis J. Rubin, editor. Available from: Allyn & Bacon, Inc. 470 Atlantic Ave., Boston, Massachusetts. Price: $9.50

This collection of essays was made possible by a Ford Foundation grant, and the authors include such well-known educators as Dwight Allen, Mario Fantini, and others. Collectively, the articles are addressed to: 1) a critique of current approaches to the in-service education of school personnel in terms of new knowledge about how learning takes place, new approaches in education in general, and recently accelerated demands for accountability on the part of schools, and; 2) proposals for new approaches to in-service education, including PBTE, designed better to equip teachers with the skills, knowledges and understandings they need to respond to the needs of learners.

* * *

Manchester Interview by Theodore Andrews. PBTE Series # 3. Available from: The American Association of Colleges for Teacher Education, One Dupont Circle N.W., Washington, D.C. 20036. Price: $2.00 (payment or an official purchase order must accompany orders)

Mr. Andrews is the Director of the Multi-State Consortium on Performance-Based Teacher Education, an Associate in the New York State Department of Education, and an expert in the area of PBT-Certification. This booklet is a fictitious interview between the head of a Teaching Center and a British magazine correspondent in the year 1980. By this time, college teacher preparation programs as we now know them have been eliminated and replaced by Teaching Centers which offer field-based preparation programs of a performance-based nature to college graduates. Policy-making for the Centers is shared by higher education institutions and school systems. In other words, this booklet gives the reader an excellent introductory overview of performance-based teacher education/certification programs of the future.

Performance-Based Certification of School Personnel, Joel L. Burdin and Margaret T. Reagan, editors. Available from: The Association of Teacher Educators, Publications-Sales Section, 1201 16th Street,N.W. Washington, D.C. 20036. (Order no. 861-24494). Price: $1.75.

A collection of 25 articles divided into three categories: 1) papers about performance-based certification and the dynamics of changing certification traditions; 2) plans for moving towards performance-based certification of selected state education agencies, and 3) the outlook for performance-based teacher certification in the coming years. Published in early 1971, some of the information may be out-of-date by now. On the other hand, there are few materials available which treat the issue of performance-based certification in such analytical depth.

* * *

"Performance-Based Teacher Certification: A Survey of the States," by Robert A. Roth. Second draft - December 1972. Available from the author: Bureau of Academic Credentials, New Jersey State Department of Education, Trenton, New Jersey, 08625.

Roth conducted a state-by-state survey of developments in performance-based teacher education/certification, through contacts with state education agencies. While some of the information is by now out-of-date, the survey gives the reader a clear idea of the vast variety among the states--both in terms of degree of commitment and level of activity. One conclusion that can be easily inferred from the survey is that the large majority of the states are at least exploring the idea of performance-based teacher education/certification.

* * *

Performance-Based Teacher Education: What is the State of the Art? Stanley Elam, editor. PBTE Series #1. Available from: The American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. Price: $2.00 (payment or an official purchase order must accompany orders.)

Elam is editor of Phi Delta Kappan. This work provides one of the most comprehensive interpretive works on the performance-based approach to teacher education now available. It includes a descriptive background to the movement, a detailed definition of a PBTE program which has become one of the most widely accepted among students of the movement, and an analysis of the problems, issues, and concerns which have arisen in response to the PBTE movement. This is a "must" for those interested in the PBTE concept at any level.

* * *

"Performance Evaluation in Relation to Teacher Education and Teacher Certification, by John J. Howell. Available from the author at: Division of Teacher Education, City University of New York, 1411 Broadway, New York, N.Y. 10018.

This paper is a detailed discussion of the issues involved in the evaluation of teacher competency, and would be an invaluable resource for persons with particular interest in this aspect of PBTE. Howell analyzdx evaluation in terms of several theoretical models of the teaching/learning process; problems inherent in using the results of an evaluation for making decisions about teacher education and certification; and other issues which must be faced in any evaluation procedure, such as racial bias, community goals, etc.

The Power of Competency-Based Teacher Education: A Report, Benjamin Rosner et al. Available from: Allyn & Bacon, 470 Atlantic Ave., Boston, Mass. Price: $9.50.

The volume represents the findings of the Committee on National Program Priorities in Teacher Education, which submitted its report in 1972 to the U.S. Office of Education. Among the top professionals on this Committee were the Chairman, Dr. Rosner, Saul B. Cohen, M. Vere DeVault, H. Del Schalock, Charles E. Stewart and Richard L. Turner. As the title implies, the Committee gave its endorsement to the PBTE concept and its tremendous potential for positive change in teacher education, and each section is devoted to a thoughtful analysis of certain aspects of PBTE. This book is one of the most comprehensive studies of high quality currently on the market, and any serious student of the performance movement should consider owning it.

* * *

"State of the Art of Performance-Based Teacher Education," a working paper prepared by the staff of the New England Program in Teacher Education (NEPTE). Available from NEPTE, Durham, New Hampshire.

This paper was presented by NEPTE's Director, Dr. Edward Ducharme, at the 1972 annual meeting of the New England Association of Teacher Educators. Its authors were attempting to place the move toward performance-based teacher education within the context of other, recent trends in education. They also cautioned the audience that PBTE runs the danger of becoming a "fad" and thus losing its long-range potential for change. Furthermore, PBTE is but one of several possible approaches to teacher education, in the opinion of the authors, and it might not be the most appropriate approach for all or even some teachers.

* * *

Teacher Effectiveness and Teacher Education: The Search for a Scientific Basis, by N. L. Gage. Available from: Pacific Books Publishing Co., P.O. Box 558, Palo Alto, California. Price: $7.95.

Research into the act of teaching and what competencies teachers need to have in order to help children learn is one of the most important activities for the performance movement's continuing growth. N. L. Gate is on the staff of the Center for Research and Development in Teaching at Stanford University, where he and his colleagues are providing important data to program developers. In his book Gage discusses what kinds of research on teaching effectiveness have already been done, what gaps need to be filled, and finally the implications of existing research data for teacher education. This book would be of particular interest to teacher educators.

* * *

"Teaching Skill Under Scrutiny," by W. James Popham. Phi Delta Kappan, June 1971.

One of the nation's leading developers and advocates of the concept of behavioral objectives in instruction, Dr. Popham analyses the various methods currently being used across the nation to measure teacher effectiveness, most of which, he contends, are not particularly helpful. He then describes an evaluation experiment using behavioral objectives as a measurement which he and colleagues at UCLA conducted with two groups of teachers--one a group of experienced professionals and the other nonprofessionals with no experience. The results showed that--each person having been given a set of instructional objectives in behavioral terms as a guideline for teaching a group of children--the nonprofessional performed as well as the professional, in terms of students' achievement. He contends that teacher education must be geared toward preparing teachers who can use an objectives-based approach to teaching.

The University Can't Train Teachers: Symposium of School Administrators Discuss School-Based Undergraduate Education of Teachers, James Bowman, Larry Freeman, Paul A. Olson and Jan Pieper, editors. Available from: Nebraska Curriculum Development Center, University of Nebraska, Lincoln, Nebraska. Price: $2.95

One of the major themes of the performance movement is that teacher education should no longer be carried out in isolation by instituions of higher education, but that school systems must be actively involved in program planning and implementation, even at the undergraduate level. This unusual book, which is selected portions of the transcript of discussion among a group of school administrators, can give the reader new insights into some of the criticism of and concerns about present approaches to teacher education which gave rise to the performance movement.

* * *

II - Performance Criteria and Evaluation Procedures

This section of the bibliography contains materials which related to the task of establishing performance criteria (a statement of the competency desired, with an indication of a minimum acceptable level of performance and the conditions under which the competence is to be demonstrated) and evaluation procedures (who will jude? When? Under waht circumstances,etc?) There are many ways to approach this task, and many steps may be involved before one actually has a product in the form of an actual performance criteria. Most of the materials in this section describe only one approach or one step in the process - unfortunately, there are not many which describe the entire process from beginning to end - from the setting of broad goals to a list of performance criteria and evaluation procedures. Materials have been divided into two groups: Group A are descriptive materials and "how-to" texts, and Group B are sample lists of competencies which we have gathered from various sources during 1972-73.

GROUP A

Analyzing Performance Problems or You Really Oughta Wanna by Robert F. Mager and Peter Pipe. Available from: Fearon Publishers, Lear/Siegler Division, 6 Davis Drive, Belmont California 94002. Price: $2.95

This book is not aimed specifically at educators - many of the "performance problem" examples are drawn from the business world -, but the skill which it is designed to help people acuqire would be extremely relevant to educators. This skill is to correctly assess the source of problems with present programs or approaches and then select appropriate strategies for dealing with the problems, whether the problem be low reading scores or that kids seem to hate coming to school. This process would seem to be a necessary prerequisite to any program planning task, but it is one which is often bypassed in education. This also happens to be an extremely "readable" book,(like Mager's other work) without the humorless dryness which so often characterizes educational literature.

* * *

Assessment of Competence: An Assessment Model for Performance-Based Teacher Education Programs by Kevin R. Morse, Clark A. Smith and Gregory P. Thomas. 1972. Available from: Teaching Research, Oregon State System of Higher Education, Monmouth, Oregon. Price: $1.50

The authors contend that assessment - determining with accuracy whether a person possesses a competency or not, and to what degree - is one of PBTE's major problems. Most of the available human and materials resources have been invested in program development and logistics, and not enough has been done in terms of research validating competency. The authors have designed a model for assessment which is outlined in this booklet. The language is technical, however, and we would not recommend this particular work to persons unfamiliar with the terminology of this specialty. Teacher educators with an interest in evaluation would find this a valuable resource.

* * *

Behavioral Objectives in the Affective Domain by Albert F. Eiss and Mary Blatt Harbeck. Available from: National Science Teachers Association, NEA Publications Sales, 1201 Sixteenth Street N.W., Washington, D.C. 20036. Price: $2.00

The authors outlined in their introduction their objectives for the reader: "After studying this monograph, the reader should be able to 1) Explain why objectives in the affective domain are important in science education 2) Give a list of action verbs that can be used in writing objectives in the affective domain 3) Give some examples of objectives in the affective domain that are expressed in behavioral terms 4) Prepare a means of evaluating the achievement of the stated objectives." (p.v)There are other materials which devote space to this most difficult kind of objective writing, but this is one of the few which ties a disscussion of affective objective writing to a specific subject matter. The authors also include a sample list of such objectives drafted by a group of science teachers in a workshop setting, which are quite good in our opinion.

* * *

Behavioral Objectives in Curriculum Development: Selected Readings and Bibliography, Miriam Kapfer, editor. Available from: Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Price: $9.95

This is a collection of articles by some of the leading experts on the behavioral objectives approach to education (by which PBTE has been profoundly influenced), and it is probably the most comprehensive publication on the subject on the market. Subjects covered include: an overview of behavioral objectives (what they are, the controversy about them, etc.), the various uses for them, their relationships to other innovations in education, their theoretical basis.

* * *

Behavioral Objectives and Instruction by Robert J. Kibler, Larry L. Barker and Davis T. Miles. Available from: Allyn & Bacon, Inc. 470 Atlantic Avenue, Boston, Massachusetts. Price: $7.95

This is more of a "how-to" manual that the previous entry. It includes an overview of behavioral objectives, then an analysis of their use in the instructional process, and an instruction on how to write behavioral objectives for all domains. Included in the appendices are a sample list of behavioral objectives, a scheme for operationalizing Bloom and Krathwohl's well-known Taxonomies for Educational Objectives, and a "Scheme for Defining Achievement Descriptions for a Teacher Education Program".

* * *

Developing Attitude Toward Learning by Robert F. Mager. Available from: Fearon Publishers, Lear/Siegler Inc., Education Division, 6 Davis Drive Belmont, California 94002. Price: $2.00

Educators have known for many years that motivation - attitude toward learning being a part of motivation - is an important consideration in any instructional situation. Mager attempts to help educators learn to identify learners' attitudes toward a particular class or subject matter and then to plan strategies to ensure that student attitude remains at least stable, if not showing improvement at the end of instruction.

* * *

Goal Analysis by Robert F. Mager. Available from the same source as above. Price: $2.95

Mager's purpose in this delightfully readable book is to help educators translate their valued, but usually abstract goals (which he dubs "fuzzies")- such as, "Students will develop an appreciation for the Western literary tradition" - into statements of observable and evaluable performances, which taken together might be acceptable evidence that the goal had been achieved. Too often educators have been forced to leave their important goals in "fuzzy" form, or - if they have been concerned with how to evaluate these goals - to abandon them, despite their importance. This book is an invaluable resource for educators seeking new approaches to the ancient problem of evaluation.

* * *

"An Investigation of the Effect on Learner Outcomes of the Training of Teachers in Defining, Writing and Implementing Behavioral Objectives" by Robert G. Pratt. Educational Technology Research Series No. 8. Available from: Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Price: $2.00

As the title implies, the purpose of this experiment was to see if pupils whose teachers had undergone training in the writing and use of behavioral objectives would achieve be-ter than those whose teachers had not had such training (all other things being equal). The pupils involved were seventh graders at all levels of achievement, and the subject matter involved was mathematics. Results of a Stanford Achievement Test showed that - overall- students whose teachers had had behavioral objectives training achieved higher scores than those whose teachers had not. The difference was most pronounced among high achievement students.

* * *

Performance Objectives in Education, Number Seven in the Educational Technology Review Series. Available from: Educational Technology Publications, Englewood Cliffs, New Jersey 07632. Price: $3.95

Each number in the Review Series is devoted to a single topic in education and contains all articles pertaining to that topic which have appeared in Educational Technology during the past five years. Among the offerings in this number are: "Beyond Behavioral Objectives" (a critique) by Albert C. Wright, "Instructional Objectives in the Affective Domain" by Mary Harbeck, and "Behavioral Objectives: A Selected Bibliography" by Richard W. Burns.

Planning an Instructional Sequence by W. James Popham and Eva L. Baker. Available from: Prentiss-Hall, Inc., Englewood Cliffs, New Jersey. Price: $2.40.

This book is actually a set of five instructional "modules" - self-instructional materials designed to help the reader with a specific instructional goalin mind learn how determine appropriate learning activities, testing procedures, feddback mechanisms and motivation techniques so that he or she can ensure achievement of the goal. The five modules are: 1) Appropriate Practice, 2) Knowledge of Results, 3) Analyzing and Sequencing Learner Behaviors, 4) Perceived Purpose, and 5) Evaluation.

* * *

Preparing Instructional Objectives by Robert F. Mager. Available from: Fearon Publishers, Lear/Siegler, Inc., Education Division, Belmont, California. Price: $2.00

Mager's purpose is to teach the reader how to write objectives related to a specific instructional goal in behavioral terms. According to his definition, a propoerly written behavioral objective contains: 1) a statement of the specific behavior the learner is to exhibit; 2) a statement of the minimum acceptable level of performance; and 3) a description of the conditions under which the behavior is to be demonstrated by the learner. This book is similar to an instructional "module", in that the reader can go through it step-by-step, taking a post-test at the end of each step before going on (with remediation, if necessary) until he finally achieves mastery of behavioral objective writing.

* * *

Specifying Assumptions, Goals and Objectives for Competency-Based Teacher Education Programs: A Proficiency Module by C.E. Johnson, G.F. Shearron and D.A. Payne. Available from: CBTEP Publications, 427 Aderhold Hall, University of Georgia, Athens, Georgia 30601. Price: $2.80 (make checks payable to The University of Georgia)

As the title states, this is a module the objective of which is to help the user identify the underlying assumptions of, the overall objectives and specific objectives for a teacher education program. Included in the materials are; a set of instructions, all the necessary reading materials, and multiple copies of all pre- and post-tests, so that the module can be used over again. This module would be an extremely useful resource for teacher educators interested in PBTE, since it not only helps the user acquire specific skills associated with PBTE (writing performance criteria, etc.), but also introduces him/her to the modular format for instruction which is used in PBTE programs.

* * *

Systematic Instruction by W. James Popham and Eva L. Baker. Available from: Prentiss-Hall, Inc., Englewood Cliffs, New Jersey. Price: $2.95

This book is a self-instructional text designed to help educators acquire skills needed to develop entire instructional sequences for their students (whether children or teachers). The steps in this development are; goal setting, writing instructional objectives (in behavioral terms), designing appropriate learning activities for the instructional objectives, and evaluation. The authors have also developed a set of filmstrip-tapes to accompany this text (although these are not necessary). For information about these A/V materials contact Vimset Associates, Inc. P.O. Box 24714, Los Angeles, California 90024.

* * *

"A Three-Part Test for Criterion-Referenced Assessment" by Kenneth Majer and David H. Shoemaker. Number 18 in The Educational Technology Research Series. Available from: Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Price: $2.00

One of the major problems facing PBTE program developers - and all educators, for that matter - is designing an evaluation system which accurately measures the learner's performance in relation to the program's objectives, so that the program can constantly be refined and improved. Unsatisfied with the usual approach of administering a single post-test to learners at the end of instruction, Majer and Shoemaker designed a three-part evaluation system consisting of: 1) a pre-test to determine where learners were in relation to previous objectives, 2) a pre-test to determine where learners were in relation to the next objective, and 3) a post-test to determine the results of instruction related to the specific objective. The authors found that students benefited from the extra feedback they received and that teachers were able more accurately to adjust their instruction to the needs of learners with this approach than they had with the traditional approach to evaluation.

* * *

Writing Behavioral Objectives and Criterion-Referenced Tests by Richard G. Allen. Available from: Scott, Education Division, Holyoke, Massachusetts 01040. Price: $2.00

Allen's self-instructional programmed text goes one step beyond Mager's Preparing Instructional Objectives, in that it helps the reader learn to write test items keyed to specific instructional objectives for the purposes of evaluation. This is an important skill for PBTE program developers, since since the use of behavioral objectives requres an evaluation system which accurately measures student performance in relation to specific instructional objectives (not in relation to each other's performance).

GROUP B - SAMPLE LISTS OF PERFORMANCE CRITERIA AND ASSESSMENT PROCEDURES

The paucity of entries in this section does not reflect necessarily the "State of the scene". One difficulty we have had in terms of collecting lists of competencies is that many PBTE program developers have not actually listed them, but rather included them in their teacher training modules. On the other hand, it has been the experience of participants in the 1972-73 Connecticut PBTE pilot projects that such lists are of limited value to groups developing their own lists - most are either too general or too specific to a particular program to be easily adaptable by other groups. We have found that it is necessary to develop competency statements more or less "from scratch", using lists from other sources as references only. The materials listed below are arranged alphabetically according to the source.

* * *

"List of Competencies for the Individualized Secondary Teacher Education Program (ISTEP) Brigham Young University". Prepared by the Education Department at Brigham Young, this list is a comprehensive one dealing with all aspects of their pre-service secondary teacher education program, which was among the first offered in this country.The list contains general goal statements, each of which is accompanied by the program objective derived from the goal statement. For a copy of this list ($.40) contact: ISTEP Secretary, Green House, Brigham Young University, Provo, Utah 84601.

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List of competencies developed by a team consisting of five teachers from two Ledyard (Connecticut) elementary schools, the principals of those schools, and two Eastern Connecticut State College Education Division members. The first draft of this list was field-tested with 12 ECSC student teachers working in the two Ledyard schools in 1972-73, and included competencies and assessment instruments in the areas of: Reading Instruction, "Empathy and Sensitivity", Knowledge of Self, "Innovativeness", and Professionalism. The list was revised based on feedback from the ECSC student teachers and their supervisors during the summer of 1973. Copies of the first draft and the updated version, when available, may be obtained from Dr. William Billingham, Chairman, Division of Education, Eastern Connecticut State College, Windham Street, Willimantic, Connecticut.

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Florida Catalog of Teacher Competencies, prepared by Dr. Norman Dodl and Staff at Florida State University under contract to the Florida State Department of Education. Dodl and staff contacted hundreds of teacher educations institutions and school systems in Florida and around the country for lists of teacher competencies they had developed. After some inital editing to eliminate excessive duplications, the group designed two classification schemes, each containing dozes of subcategories, and then proceded to code each of the competency statements according to these schemes. Dodl has also developed a process for "operationalizing" a given competency statement from the catalog, which involves analyzing the competency in terms of its subcompetencies and developing an assessment instrument for each subcompetency. This catalog is the only one of its kinds that we know of, and it is an invaluable resource for anyone wishing to develop competency lists of their own. For a copy ($10.00 for out-of-state residents - $7.50 for Florida residents), write to: Order Department, Panhandle Area Educational Cooperative, Post Office Drawer 190, Chipley, Florida 32428.

"Specification Worksheets" and other lists of teaching competencies developed at the University of Georgia, which participated in the U.S.O.E.-funded Elementary Models program and has been active in PBTE program development since. Since there are many lists to choose from, write for a copy of the Georgia Education Models publication list: Georgia Educational Models, University of Georgia, School of Education, Athens, Georgia 30601.

* * *

"Minimum Competencies for Teaching Interns: A Performance-Based Teacher Education Model". This list was developed by a team consisting of faculty from Rhode Island College (Providence) and the University of Massachusetts, Provdence School System personnel, and interns participating in this Teacher Corps project for inner-city middle school teachers. The list contains thirteen "core" competencies, each of which is accompanied by an "analysis" of the competency, a statement of minimum acceptable level of performance for the competency, and an assessment instrument. For a copy, contact: Ms. Mary Alice Wilson, Teacher Corps, School of Education, University of Massachusetts, Amherst, Massachusetts.

* * *

"An Evaluation Instrument for a Competency-Based Teacher Education Program". The first draft of this document was completed during the summer of 1973 by three committees consisting of teachers, parents and administrators in consultation with School System supervisors and Special Services personnel in New Haven, Connecticut. Designing this evaluation system for pre- and in-service elementary teachers was the essential task of the 1972-73 pilot year for the New Haven/Yale University/University of Connecticut/Education Improvement Center of New Haven project on PBTE. The three committees each focused on the development of competency statements and assessment procedures in one of the following three areas: Teacher/Pupil relations, The Teaching of Reading, and The Teaching of Arithmetic. The evaluation instrument will be field-tested during 1973-74 with Yale University and University of Coneecticut undergraduates practice teaching in the participating New Haven elementary schools, and with provisionally certified teachers from those schools who have elected to participate and will be earning credits towards their master's degrees from the University of Connecticut on the basis of achieving these competencies. For a copy of this document, contact: Dr. Dick Hastain, Executive Director, Education Improvement Center, 16 Gem Street, New Haven, Connecticut 06511.

* * *

"Requirements for Instructional Media Endorsement"; "Performance Objectives for Certification of School Counselor Professional: Basic Professional Endorsement (Tentative - For Discussion Only)"; and "Performance Objectives for Certification of School Counselor: Professional Endorsement (Tentative - For Discussion Only)". These documents were developed for the Utah State Department of Education, which is now moving towards a performance-based approach to certification (as many of the state's colleges

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have done in teacher education). The first document is now in effect - i.e. a person seeking certification in media may go to an approved institution of higher education to be evaluated according to these performance objectives, and if he receives a satisfoactory evaluation, will be certified, regardless of how he acquired these competencies. As the titles of the second and third documents state, Utah is now considering taking the same approach to certification in the area of guidance counseling. For copies of these documents write to: Walter D. Talbot, Superintendent of Education, Utah State Board of Education, 1400 University Club Building, Salt Lake City, Utah 84111.

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"Competencies and Performance Objectives: Department of Vocational and Applied Arts Education", Competency-Based Teacher Education Series No. 1. (1972) This booklet is divided into two sections; 1) a list of competency statements and assessment procedures for all pre-service vocational education students, and 2) a list of competency statements and assessment procedures for each of the courses offered by the Department of Vocational and Applied Arts Education at Wayne State University. For a copy @ $2.00 each, write to: Wayne State University, Department of Vocational and Applied Arts Education, Detroit, Michigan 48202.

* * *

"Generic Performance Objectives for Secondary School Teachers". This document was developed by participants - supervising teachers and Wesleyan University (Connecticut) faculty - in the Wesleyan/Middletown pilot project on PBTE during the winter and spring of 1973. It was field-tested during the latter part of the 1973 practice teaching period with Wesleyan undergraduates. More extensive field-testing is planned for 1973-74. One interesting aspect of this evaluation document is the negotiating process developed by the participants, whereby the Wesleyan practice teacher and his/her supervising teacher use this list as the basis for an individual performance contract, working out assessment procedures between them. For a copy of this list and materials descriptive of the negotiation process, contact: Dr. Dick Mastain, Executive Director, Education Improvement Center, 16 Gem Street, New Haven, Connecticut 06511.

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III - PBTE Program Development

The following publications relate to the other major component of PBTE, once competency statements and assessment procedures have been established - the design of a training program to help teachers achieve competency. The materials in this section have been divided into two groups: Group A - materials related to development of PBTE training materials in general, and Group B, materials available about actual ongoing PBTE programs.

GROUP A*

*Materials in this group have been organized alphabetically according to title.

* * *

Designing Instructional Systems for Performance-Based Education Programs by W. Robert Houston. Developed for the Invitational Conferences on PBTE held November 1972-April, 1973 under the sponsorship of the American Association of Colleges for Teacher Education, the Teacher Corps, and The National Center for Improvement of Educational Systems. For information as to availability, contact: Order Department, American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036.

Dr. Houston, who is involved with a PBTE program at the University of Houston and a nationally recognized expert on PBTE program development, prepared this publication specifically for use in workshops he conducted at the above-mentioned PBTE Conferences. Many of the information and concepts in this booklet appear in his other writings, but are pulled together in this publication so as to expose workshop participants to as much as possible during a two-hour period. A useful introductory publication.

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Developing Individualized Instructional Material by Stuart R. Johnson and Rita B. Johson. Available from: Westinghouse Learning Press, 2680 Hanover Street, Palo Alto, California 94304. Price: $3.75.

This book is a self-instructional text, in format very similar to a PBTE module, and the purpose of which is to help the reader develop skills in designing individualized materials for the classroom. While not directly related to the design of teacher education materials and also rather more technical and broader in scope than some of the other materials in this section, this text would be a useful resource for teacher educators interested in an exposure to the instructional format used in PBTE programs.

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Developing Instructional Modules: A Modular System for Writing Modules by W. Robert Houston, Loye Y. Hollis, Howard L. Jones, Don A. Edwards, Ann A. Pace, and Sarah J. White. Available from: W. Robert Houston, University of Houston, College of Education, Houston, Texas. Price: $4.00

As the title implies, this is a module about how to write PBTE teacher training modules.; the user learns how to design modules while learning about them. The authors, all at the University of Houston, have also developed slide/tapes and audio/tapes to accompany this module, which was originally intended as a workshop manual. (For information about the workshop and A-V materials, contact Dr. Houston.) The module is "output-oriented"; the end-product for each user is specifications for an actual teacher training module which meets all the criteria generally agreed upon as minimum by experts in the field. Excellent resource.

* * *

Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs (second edition) by Robert L. Arends, John A. Masla and Wilford Weber. Available from: The Center for the Study of Teaching, 117 Bacon Hall, 1300 Elmwood Avenue, Buffalo, New York 14222. Price: $3.00

The authors are all experienced PBTE program developers - Arends and Masla are at the State University College at Buffalo (New York) and Weber at the University of Houston. Their premise is that module production is as much a process as an end product - simply reviewing or even modifying modules from other sources is not enough to ensure that a person is ready to design his own. Included in the Handbook are: a glossary of terms generally used in PBTE program development; a sample module; a classification scheme for modules; a bibliography; and a model for module design. This publication would be an important resource for any educator seriously considering PBTE program development.

* * *

Instructional Systems by Bela H. Banathy. Available from: Fearon Publishers, Palo Alto, California. Price: $2.00.

Published in 1968, this is a less recent publication than some of the others listed in this section. Banathy explains, however, one of the most important concepts of the evolving performance-based approach to teacher education. Originally developed and applied in the military and industry, the "Systems Approach", when applied to the field of teacher education, means comprehensive planning of the entire program - goals, performance criteria, evaluation procedures, feedback mechanisms, etc. before implementation. An approach rarely used by educators, the "Systems Approach" should ensure coordination and synchronization of all aspects of the program and provide for corrective feedback.

* * *

Learning Packages in American Education, Philip Kapfer and Miriam B. Kapfer, editors. Available from: Educational Technology Publications, Englewood Cliffs, New Jersey 07632. Price: $4.95

Learning Package is one of many terms currently being used to describe individualized, self-instructional materials geared to a specific instructional objective - in PBTE, such materials are called modules. In this collection of essays, several articles are devoted specifically to PBTE, the design of modules, existing modules, etc.

* * *

Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education by Philip Kapfer and Glen F. Ovard. Available from: Educational Technology Publications, Englewood Cliffs, New Jersey 07632. Price: $8.95

This publication is itself a series of nine individualized learning packages, designed to help the reader develop understandings and skills needed to design their own. The nine learning packages are divided into

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four general catagories: 1) general knowledge about Individualized Learning Packages; 2) curriculum decision-making; 3) curriculum design; and 4) evaluation and revision of curriculum based on feedback. This book might be used as a core resource for a teaching methods and curriculum course.

* * *

Strategies and Resources for Developing a Competency-Based Teacher Education Program by W. Robert Houston. Published under contract to the New York State Department of Education and the Multi-State Consortium on Performance-Based Teacher Education. Available from (while the supply lasts): Mr. Theordore E. Andrews, Associate in Teacher Education, Bureau of Teacher Education, New York State Department of Education, 99 Washington Street, Albany, New York.

This resource is a curious mixture of annotated bibliography and survey of different approaches to PBTE program development which have been tested around the country. It is the nearest thing to a "how to go about setting up your own program" manual which we know of at this time. A MUST for any educator interested in getting a good idea of what the options presently are.

* * *

GROUP B - PBTE Programs in Operation

1. Groups of Programs

Performance-Based Teacher Education Programs: A Comparative Description by Iris Elfenbein. PBTE Series # 8. Available from: American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. Price: $3.00 (payment or an official purchase order must accompany all orders)

Elfenbein's book serves a very important need in the literature on PBTE for a work which gives a comprehensive view of PBTE programs in operation around the country. From her study, Elfenbein was able to make insightful observations about PBTE programs in general; the kinds of common advantages and disadvantages such programs offer, the depth and breadth of variety which exists among programs, etc. "A number of /other/ interesting observations emerged from the study, such as; the use of experimental and pilot PBTE programs to bypass vested interests, the kind of effort that seems most effective in bringing a faculty along in support of the idea, the tremendous developmental effort above and beyond normal work loads,... These and other insights that the careful reader may glean from this analysis make it useful to those currently planning PBTE Programs." *

* From the Introductory Note by David Krathwohl of the AACTE, p. iv.

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A Short Summary of Ten Model Teacher Education Programs by Judith Klatt and Walt Le Baron. National Center for Educational Research and Development. For a copy, contact: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Catalog Number: # F S 5.258: 58036. Price: $.45

Ten institutions of higher education participated in the U.S.O.E.-funded Elementary Teacher Education Models program between 1967-69, the products of which are considered by many students of PBTE as the forerunners to the performance movement in teacher education. In fact many of the teacher educators and institutions which participated in this project are now active in PBTE program development. There were two Phases to the Elementary Models program; Phase I involved designing specifications for a model program, and Phase II feasibility studies. This booklet is a very useful introduction to the work of the participants in the program.

* * *

Systems Analysis and Learning Systems in the Development of Elementary Teacher Education Models by Walt LeBaron. National Center for Educational Research and Development. For a copy, write to: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Catalog Number: # F S 5.258: 58035. Price: $.45

This report explains the techniques and approaches which were developed by the ten institutions participating in Phases I and II of the Elementary Teacher Education Models program for planning teacher education programs. All of these participants used the "Systems Approach", discussed elsewhere in this bibliography, developed in the military and industry, but applied on a broad scale to educational planning for the first time in the Elementary Models program.

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Publications from Phase I (Specifications for Programs) and Phase II (Feasibility Studies), 1967-1969. Almost all of these publications are available from the U.S. Government Printing Office. For ordering information, write to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

* * *

2. Individual Programs We have not included every program now in existence in this list, partly because we do not know of a great many of them, and partly because new programs are beginning at an accelerating rate each year. Those listed below are either among the most well-known, or ones with which we have had contact during the pilot year in Connecticut. In each annotation below, listed alphabetically according to the institution of higher education participating in the program, we will provide the following information: 1) a brief description of the program; 2) persons to contact for further information or publications; and 3) the kinds of materials about the program we think are available.

Brigham Young University - "ISTEP" (Individualized Secondary Teacher Education Program)

1) This program has been in operation for several years, as a state-approved alternative route to initial teacher certification. Each year a larger proportion of BYU 's secondary education students are opting for this - as opposed to the traditional -route to certification. The entire professional sequence is now performance-based and modularized.

2. For a copy of the list of publications available about ISTEP, write to: ISTEP Secretary, Green House, Brigham Young University, Provo, Utah 84601.

3. Publications (all for a slight fee) include the ISTEP Syllabus, and modules, research studies, descriptive materials, and multi-media support materials. Write for a copy of the list of publications noted above.

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State University College at Buffalo (New York) - Teacher Corps Project

1. SUCB staff, particularly Drs. Arends and Masla have been extremely involved in PBTE program development for several years. There are now two PBTE programs offered on campus, a pre- and an in-service (internship) program, both with an emphasis on teaching in urban schools. Aside from their involvement with Teacher Corps projects, SUCB staff have also developed a large number of modules in both elementary and secondary teacher education.

2. For information about the program and a list of modules developed at SUCB, contact Dr. Robert Arends, Program Development Specialist, SUNY College at Buffalo, Buffalo, New York 14222.

3. See above.

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Far West Laboratory for Education Research and Development - "Minicourses"

1. The Far West Laboratory has developed, field-tested and prepared for distribution some seven "Minicourses" multi-media instructional packages based on the use of microteaching to help teachers develop or enhance basic teaching skills.

2. Distributors of the Minicourses are Macmillan Educational Services. The person to contact for information about them is: Kathryn O'Rourke, Director of Staff Development, Macmillan Education Services, 866 Third Avenue, New York, N.Y. 10022.

3. The seven Minicourses now available for distribution are: #18 - "Teaching Reading as Decoding"; # 3 - "Effective Questioning"; # 9 - "Higher Cognitive Questioning"; # 2 -"Developing Children's Oral Language"; # 5 - "Individualizing Instruction in Intermediate"; # 6 - "Organizing Independent Learning - Primary Level"; and #15 - "Organizing Independent Learning - Middle Level".

The University of Georgia - "Georgia Educational Models"

1. The University of Georgia participated in the U.S.O.E.-funded Elementary Teacher Education Models program from 1967-69, and like most of the other participants has become active in PBTE program development. The University now offers an entire six-year professional sequence, covering the four-year undergraduate program and two years of in-service training. The general design of this performance-based program provides for participatns to fit into more and more specialized and professional roles.

2. For a copy of the list of all publications available from the Georgia Educational Models, contact: CBTEP Publications, 427 Aderhold Hall, University of Georgia, Athens, Goergia 30601.

3. Among the many materials available from the University of Georgia, some of which are annotated elsewhere in this bibliography, are; competency statement lists, modules, studies of feasibility and costs, research studies.

* * *

The University of Houston - Houston Competency-Based Teacher Center

1. This CBTE program was planned and implemented by a consortium composed of the University, the Houston School System, the Region IV Educational Services Center, and the Houston Teachers Association. Program participants include both pre- and in-service teachers, who achieve teaching competencies through the use of Learning Modules developed at the Center.

2. For information about materials available from the Center, contact: Dr. Robert Houston, Program Director or Dr. Robert B. Howsam, Dean of the College of Education, Houston Competency-Based Teacher Center, University of Houston,444 Education Building, Houston, Texas 77004.

3. Descriptive materials and modules.

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Jarvis Christian College - Jarvis Christian College Teacher Center

1. Phase I of this PBTE program for elementary pre-service teachers began in November, 1971, when the College and the local school system joined together in a Consortium to carry out planning for the program. Their first task was to develop a core list of teaching competencies around which to build the program. Phase II involved designing teacher training materials keyed to these competencies and planning to begin the program on an experimental basis with 25-30 students.

2. For information, contact: Dr. H. L. Lanier, Director, Jarvis Christian College Teacher Center, Jarvis Christian College, Hawkins, Texas.

3. Consult source as to the availablity of materials.

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Kansas State Teachers College - Flint Hills Area Teacher Corps Project

1. During 1972-73 this PBTE program was piloted with 30 graduate intern secondary teachers, working in the school district with which Kansas State College had cooperated in the planning of the program. Other PBTE activities at Kansas State include a PBTE program for in-service teachers already initially certified, as well as the conversion of some professional courses offered at the college into a PBTE format. During 1973-74, an experimental program for 100 undergraduates will begin on a pilot basis, through which participants can earn up to 20 semester hours of professional credits.

2. For information about the program and materials available for dissemination, contact: Dr. Robert Pankratz or Dr. Tom Walmsley, Flint Hills Area Teacher Corps, Kansas State Teachers College, Emporia, Kansas.

3. Consult source.

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Northwest Regional Educational Laboratory

1. Among the programs pertinent to PBTE which have been developed at the Northwest Regional Laboratory are: 1) an Interaction Laboratory, and 2) "SAFE - A Systems Approach for Education", a training program to introduce educators to this approach. This latter program was tested with the New Haven/Yale University/University of Connecticut/Education Improvement Center of New Haven PBTE pilot project participants, who found it highly rewarding.

2. For information about the Interaction Laboratory and other Northwest Regional Laboratory activities, contact: Dr. Charles Jung, Northwest Regional Educational Laboratory, 500 Lindsay Building, 710 S.W. Second Avenue, Portland, Oregon 97204. For information about the "SAFE" program, contact: W. L. Tilley, Associates, Merrow Road, RFD # 5, Coventry, Connecticut 06238.

3. Consult sources.

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University of Pittsburgh - Teacher Centers

1. The University of Pittsburgh participated in the Elementary Teacher Education Models program and has become deeply involved in PBTE efforts since then. At present, the University offers PBTE programs both in Elementary Education and Reading Specialization, with more than 300 undergraduates and 100 MAT's participating. Both programs are built around the Teacher Center concept and are field-based.

2. For information about materials available for distribution, contact: Charles Gorman, Director, Teacher Centers, Department of Elementary Education, University of Pittsburgh, 29th Floor, Cathedral of Learning, Pittsburgh, Pennsylvania.

3. Consult source.

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College of Saint Scholastica - "Project Criterion"

1. Planning for this performance-based program began early in 1967. At present CSS has developed numerous modules, which its staff call "Instructional Projects" or "I.P.'s", all of them available for dissemination. Each "I.P." involves practicing a given competency first in a simulated situation and then with children - a rare characteristic among the many modules we have reviewed.

2. For information about "Project Criterion", contact: Dr. Philip Richards, Chairman, Department of Teacher Education, College of Saint Scholastic, Duluth, Minnesota.

3. Descriptive materials and modules..

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Southwest Minnesota State College - "Southwest Program"

1. One of the major thrusts of this PBTE program is to prepare students to work in schools using IGE (Individually Guided Education), and students are placed for their extensive clinical experiences in one of the three schools with such programs which have elected to cooperate with the College. Students work to achieve competencies through the use of modules called COMPACS, designed by SWSC faculty.

2. For information about the program and for ordering COMPAC's, contact Dr. Richard W. Wollin, Chairman, Division of Education, Southwest Minnesota State College, Marshall, Minnesota 56258.

3. Descriptive materials and modules.

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University of Virginia

1. The University of Virgina now has a PBTE program for teachers working towards a Master's Degree in Early Childhood Education. Staff at the University have also developed a list of learning objectives for children from birth to age seven, parallel to the teacher education program.

2. For information concerning materials available about this program, contact: Dr. Marlis Mann or Dr. William Carriker, Department of Education, University of Virginia, Charlottesville, Virginia 22903.

3. Consult source.

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University of Washington at Seattle - "TEPFO"(Teacher Education: Performance and Field-Oriented)

1. This PBTE program for both elementary and secondary pre-service teachers has been in operation for several years, as an alternative, state-approved route to initial certification"TEPFO" is carried out by a consortium consisting of the University, the Seattle School System and the local teachers organization, model which is now called for in state guidelines for approval of performance-based preparation programs. (continued)

2. For information about materials and modules available, contact: Dr. Frederick T. Giles, Dean, College of Education, University of Washington, Seattle, Washington.

3. Consult source.

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Wayne State University - "The VAE Accountability Model"

1. Wayne State's PBTE program has a three-year history, which began with the merger of what was originally two separate departments into the Department of Vocational and Applied Arts Education Department. At present, there is a complete PBTE certification program in operation in this department. This is one of the few PBTE programs we know of in any area outside of general elementary or secondary education.

2. For information about available materials and prices, contact: Fred S. Cook, Director, "The VAE Accountability Model", Department of Vocational and Applied Arts Education, College of Education, Wayne State University, Detroit, Michigan 48202.

3. Descriptive materials, lists of competencies, modules.

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Weber State College - "IPI"

1. When Weber State was recently established as a state college, its education faculty decided to offer only a performance-based elementary and secondary teacher education program, and they received state department of education approval for translating the traditional professional sequence into a performance-based format. The staff have developed over 40 instructional modules, which they cal "Wilkits" (Weber Individualized Learning Kits), which take anywhere from 20-60 hours to complete.

2. For a list of Wilkits available for distribution (at $1.50 each) and other publications, contact: Dr. Caseel Burke, Dean, School of Education, Weber State College, Ogden, Utah.

3. Wlkits, descriptive materials. Also: Individualized Competency-Based System of Teacher Education at Weber State College, PBTE Series # 2. Available from: The American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. Price: $2.00 (payment or official pruchase order must accompany orders).

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Western Washington State College - "WWSC - Instructional Model"

1. This field-based pre-service certification program was planned and is being implemented by a consortium consisting of WWSC, several local school systems, and the local professional organization, and has been in operation for several years. A large porportion of WWSC elementary and secondary education students are now involved in this alternative to a tradition prog[illegible].

2. For information, contact: Dr. Robert Pinney, School of Education, Western Washington State College, Bellingham, Washington 98225. (cont.)

3. Descriptive materials. Entire set of modules developed at WWCS are available for $17.00.

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IV - Activities in Various States - Performance-Based Teacher Education/ Certification

The following annotations have been divided into two groups: Group A are documents dealing with the performance movement in Connecticut, and are arranged in chronological order; Group B are the states most active in the national performance movement, arranged alphabetically.

GROUP A - The Connecticut Performance Movement

Teacher Education - An Urgent Matter, a report prepared by The Academy for Educational Development, Inc. for the Connecticut Commission for Higher Education. October, 1966. Available from: The Commission for Higher Education, P.O. Box 1320, Hartford, Ct. 06101.

While this report did not refer directly to the performance-based approach as a most promising direction for Connecticut to move - the movement was still in its infancy stage nationally at that time - many of the recommendations in this report are closely related to what we now know as PBTE: 1) that collaboration between teacher education institutions and school systems in the planning and implementation of programs should be encouraged; 2) that many of the present confusions in Connecticut about the various state agencies' responsibilities vis a vis program approval, accreditation and certification need to be clarified; 3) that state-wide minimum criteria for certification program approval should be established; 4) that criteria for the standard certificate should include demonstrated teaching competency as well as the accumulation of graduate credits; and 5) that an internship for the novice teacher should follow an undergraduate preparation program.

* * *

"Connecticut Conference: Teacher Education in the Seventies", a report of the procedings of these two conferences, held January and April, 1971 and sponsored by the Commission for Higher Education. Available from: Commission for Higher Education, P.O. Box 1320, Hartford, Ct. 06101.

The purpose of these two conferences was to solicit feedback from Connecticut educators and the public about what directions the state should take to improve teacher education. Participants in these conferences represented teachers, administrators, boards of education, teacher educators, business, labor, the General Assembly, and the lay citizenry. The following were among the most frequently expressed desires for change: 1) that teacher preparation be based on the achievement of teaching competence, not simply on the accumulation of credits; 2) that teacher education be more field-based and less theoretical than traditional programs; 3) that programs be geared more specifically for the role for which the student is preparing; and 4) that present routes to certification be expanded to allow for the supervised entrance into the profession of persons of special ability but perhaps without the traditional prerequisites. Finally, participants in the conferences asked that the Commissioner of Education appoint an Ad Hoc Commission to review (cont.)

the recommendations of the Conferences for the purpose of suggesting appropriate changes in present certification regulations and/or statutes. These recommendations were summarized in a booklet prepared by the New England Program for Teacher Education for the Commission for Higher Education. The booklet's title is Teacher Education - Still an Urgent Matter, which is also available from the Commission at the above address.

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"The Certification of School Personnel in Connecticut: A Proposal", a report prepared for State Commission of Education, William Sanders by the Ad Hoc Commission for Certification Review, and submitted to the State Board of Education in January, 1972. For a copy, write to: Bureau of Teacher Preparation, State Department of Education, Hartford, Ct.

In response to the recommendation of the participants in the conferences cited above, Commissioner Sanders appointed an Ad Hoc Commission to review all recommendations and to recommend in turn necessary changes in existing certification regulations. In their January, 1972 report to the Commissioner the Ad Hoc Commission members strongly endorsed the recommendations for change suggested by participants in the Connecticut Conferences, and suggested that the Commission appoint a Task Force to draw up state guidelines for operationalizing those recommendations, to be submitted to the Joint Teacher Education Committee.

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"Guidelines for Local Performance-Based Evaluation and State Certification of Professional School Personnel", a report prepared for the Joint Teacher Education Committee of the State Board of Education and the Commission for Higher Education by the Task Force on Performance, Evaluation and State Certification of School Personnel and submitted August, 1972.

This document represents the next major step in Connecticut's performance movement after the Ad Hoc Commission report cited above. An extremely complex document, the Task Force Guidelines were the design of a completely new system of teacher education/certification. The traditional college-controlled preparation program was to be replaced with a field-based internship program (although it would still be possible for persons to go through a traditional program prior to serving an internship). There were to be three types of internships, based on the amount and type of college training a candidate had received; most significantly, a person without a college degree would have been eligible for one type of internship, although he would not be able to receive a provisional certificate until he had received a degree. Interns would have received support for their professional development from "Resource Teams", consisting of experienced teachers, administrators and college personnel. All decisions about certification would have been made by local and school-wide evaluation teams, made up of teachers, administrators, and school system personnel. The Guidelines also included a time-line for implementation which would have instituted this new system on a state-wide basis by 1974. This ambitious document aroused a great deal of controversy around the state; much of the most serious criticism was expressed at public hearings sponsored by the State Department of Education during November, 1972.

Changing Teacher Certification: Reports, Recommendations, Reactions prepared by and available from: The Connecticut Association of Boards of Education (CABE), 410 Asylum Street, Hartford, Ct. 06103. Price: $2.00

This booklet contains copies of the two most significant documents of the Connecticut performance movement up to the Fall of 1972; the Ad Hoc Commission report and the Task Force Guidelines annotated above. It also brings together the position papers of the state's education groups concerning these two documents. An excellent resource for the reader who wants to get a sense of the climate for PBTE in Connecticut at this time.

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"Report of the Special Advisory Committee on Performance-Based Teacher Certification", a report prepared for Commissioner of Education Sanders and submitted December 29, 1972. Available from: Bureau of Teacher Preparation and Certification, State Department of Education, Hartford, Ct.

Commissioner Sanders appointed this Special Advisory Committee for two reasons: 1) to make recommendations to him about the Task Force Guidelines as a result of monitoring public response to them at the hearings held by the State Department during November 1972, and 2) to suggest changes in certification regulations in response to Public Act 204, a statute passed by the 1972 General Assembly requiring the State Board of Education to submit by January 1973 a plan for instituting internship certification programs in the public schools for college graduates. In their report, the Advisory Committee reviewed the major criticisms which had been voiced about the Task Force Guidelines, concluding that - given the negative reaction - the Guidelines were "inoperable" at the time. They then made two sets of recommendations: 1) short-range changes in present certification regulations for immediate implementation, which would strengthen those regulations and allow for PBTE preparation programs as alternative routes to the provisional certificate; and 2) recommendations for long-range implementation of a performance-based system of teacher education/certification.

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"A Report of the State Board of Education to the Joint Standing Committee on Education as Provided by Public Act No. 204 of the 1972 Session of the General Assembly", submitted January 4, 1973. Available from: Bureau of Teacher Preparation and Certification, State Department of Education, Hartford, Ct.

In response to the recommendations of the Special Advisory Committee cited above, Commissioner Sanders adopted their position that the Task Force Guidelines, which he noted were a plan for an internship program, were not operable at this time, given the negative nature of public reaction to them. He then proposed what was in effect the Advisory Committee's short-range recommendations converted into legislative language. Suggested changes in certification statute were to be as follows: 1) PBTE programs leading to the provisional certificate were to be permitted as an alternative to traditional programs; 2) local school systems were to be encouraged to emply college graduates without teacher

training as interns under a state-approved internship program; 3) local school systems were to be required to evaluate the professional performance of all school personnel who are candidates for the standard certificate; and 4) present requirements that school personnel complete requirements for the standard certificate within five years after receiving the provisional certificate were to be strictly enforced.

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"Committee Bill No. 2141 - An Act Concerning State Certificates for Teaching in the Public Schools" (LCO No. 5898) For a copy, contact: Senator Ruth Truex, Chairman, Joint Standing Committee on Education of the General Assembly, Room 408, State Capitol, Hartford, Ct.

This bill was drafted by the Subcommittee on Certification of the Education Committee after Commissioner Sanders submitted his proposed legislation in January, 1973. Rather than accept the Commissioner's somewhat modest proposal for change, the Committee decided to draft new certification legislation themselves. Many parts of this Committee Bill arereminiscent of both the Ad Hoc Commission Report and the Task Force Guidelines: the concept of internships in the schools as a prerequisite to the provisional certificate was reconstructed, including a provision/for persons without college degrees to serve in the classroom under the supervision of a certified teacher or administrator under a "Special Temporary Certificate". The responsibility for training interns and making recommendations concerning certification rested entirely with the local school systems.

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"Substitute Senate Bill 2141 - An Act Concerning State Certificates for Teaching in the Public Schools" (File No. 986. Available from: The Senate Clerk's Office, State Capitol, Hartford, Ct.

As the title of this proposed bill implies, it was a substitute for Committee Bill 2141, cited above. Important changes from the original bill drafted by the Committee were: 1) the burden for teacher education programs and certification recommendations was shifted from school systems to consortia consisting of a college or university and a local school system; 2) all internship and provisional programs were to performance-based (at the pre-service level, this was to be optional, although graduates of a PBTE pre-service program were to have been eleigible for the provisional certificate without having served an internship); 3) the State Department was to be required to provideleadership in the form of a time-line for implementation of the new system (full implementation by 1977) and new, performance-based standards for certification program approval, and 4) the Education Committee committed itself to search for sources of financial support for the new system and to prepare a report by February 1974. The Education Committee approved this proposed bill for submission to the General Assembly in April, 1973. The Senate, however, voted to have the bill postponed for reconsideration by the 1974 General Assembly. In the meantime, the Interim Education Committee is working on appropriate revisions of the bill.

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"House Bill 8929 - An Act Concerning Annual Evaluation of Teachers" Now known as Public Act 456-73. File No. 653. For a copy, write: The House Clerk, State Capitol, Hartford, Ct.

This bill, which the General Assembly passed in the 1973 Session, and the Governor signed into law, establishes a performance-based evaluation system in Connecticut. The new statute is actually an amendment to an already existing law governing the rights and responsibilities of school systems and their professional personnel in the contracting process. The amendment adds two new requirements: 1) prior to the final date by which school systems must inform their staffs whether their contracts will be renewed or not each year, an evaluation of the professional performance of each staff member must have taken place; 2) these yearly evaluations must be based on minimum performance criteria, which the State Department is required to have developed by February, 1974. (School systems may use additional criteria, negotiated for with the legitimate bargaining agents for their professional staff.) The new statute is to go into effect in July, 1974.

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GROUP B - PBTE MOVEMENTS IN OTHER STATES

The following annotations are arranged alphabetically according to state. In each case, the following information will be given: 1) a brief description of PBTE activities in the state, and 2) the name of the person of institution to contact for information and publications about the state's activities. Recent surveys have shown that the majority of the states are at least considering the idea of adopting a performance-based approach to teacher education/certification. The states listed here, however, are those which have made an official commitment to moving in that direction.

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Arizona

1. The State Board of Education has adopted a policy of basing all kinds and levels of certification on performance, but it is most active at this time in the area of re-certification, which it plans to have fully performance-based by 1974. Task Forces are working on developing minimum state-wide performance criteria for all areas of certification. The emphasis of these criteria will be on "accountability" - the degree to which children are learning successfully.

2. For information, write to: Arizona State Department of Education
Pheonix, Arizona.

* * *

California

1. California's state legislature passed a statute - Assembly Bill 293, popularly known as the "Stull Bill" - requiring that each school district conduct evaluations of all certified school personnel, and that these evaluations be based on locally developed performance criteria and assessment procedures. In a companion bill, Assembly Bill 2999, the legislature required the State Department of Education to develop guidelines for school districts to use in meeting the requirements of the "Stull Bill". The Commission for Higher Education has also been extremely active in promoting performance-based teacher education programs, of which there are many now in operation in the state.

2. State Department of Education contact: Wilson Riles, Superintendent of Instruction, California State Department of Education, Sacramento, California 95814.

Commission for Higher Education contact; Dr. C. Richard MaNair, Commission for Teacher Preparation, 1020 "O" Street, Sacramento, California 95814.

* * *

Florida

1. Florida was one of the first states to become actively involved in PBTE as a state policy. The State Department of Education has committed its Research and Development funds to, among others, contracting with staff at the Florida State University to develop the Florida Catalog of Teacher Competencies, supporting various resource centers and research and development projects, sponsoring dissemination conferences around the state, etc. Furthermore, PBTE programs at both the pre- and in-service levels are actively encouraged by the State Department of Education, as an alternate route to certification.

2. For information, contact: Dr. K. Fred Daniel, Associate for Planning and Coordinating, State Department of Education, Tallahassee, Florida 32304.

* * *

Minnesota

1. Minnesota State Department of Education personnel are currently re-writing certification program approval standards to place emphasis on performance criteria. Throughout the state, local performance evaluation committees are currently being set up in each school district. There are also several active PBTE programs underway in the state.

2. For information, write to: State of Minnesota Department of Education, Teacher Certification Section, St. Paul, Minnesota 55101.

New Jersey

1. In 1971, the State Board of Education adopted a policy of moving toward performance-based certification. At present there are 16 Task Forces working on developing performance criteria for every area of certification, plus a list of "generic" criteria for all areas. Ultimately, these criteria will be used throughout the state at the basis for certification.

2. For information, contact: Sinclair Ward, Director, Teacher Education and Certification, New Jersey Department of Education, Trenton, New Jersey 08625.

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New York

1. At the state level, New York is moving determinedly and rapidly towards performance-based teacher education/certification. In 1972, the State Board of Regents adopted this policy officially in a draft of their most recent Master Plan for Higher Education, which contains a plan for phasing in performance-based teacher education/certification as the only alternative by 1980. The State Department of Education has also developed guideline for PBTE porgram approval - and there are some 12 pilot programs underway now using these - which emphasize the procedures used in developing and implementing the program, rather than performance criteria, which are to be developed locally.

2. For information, contact: Dr. Robert Boyle, Chief, Division of Teacher Education and Certification, New York State Department of Education, 99 Washington Street, Albany, New York.

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Oregon

1. New program approval standards developed by the State Department now allow - as an alternate route to certification - performance-based preparation programs. One other interesting element in these new standards is that teacher education institutions now have the option of waiving certain course requirements for individuals who have had previous experience and can demonstrate competency.

2. For information, write to: Oregon State Board of Education, Salem, Oregon.

* * *

Texas

1. In the form of Senate Bill 8, the Texas state legislature has given an already actively-involved State Education Agency a mandate to phase in a performance-based system of teacher education/certification on a state-wide basis by 1977. State funds have also been set aside to support information dissemination, and research and program development efforts.

2. For information, write to: Texas Education Agency, Austin, Texas.

Utah

1. State Department of Education support of performance-based teacher education/certification has been for several years unofficial, since at this time, every teacher preparation institution in the state now offers PBTE programs at least as an alternative. Recently, the State Department has moved towards a more formal endorsement by establishing a set of performance criteria and assessment procedures as the basis of certification in the area of Media Specialist. In draft form also are similar criteria for the area of Guidance Counselor. Utah stands out, however, as the one state in which the impetus for change towards performance-based teacher education/certification has come originally from higher education, as opposed to from the State Department or the legislature.

2. For information, contact: Roger C. Mouritsen, Utah State Board of Education, Salt Lake City, Utah.

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Vermont

1. Vermont's movement towards PBTE at the state level has two parts: 1) at the in-service level, local school systems, in cooperation with an area college or university, may offer PBTE programs for re-certification; and 2) pre-service program approval is based on a commitment from the college or univeristy applying to move towards a performance-based approach.

2. For information, write to: Joseph J. Oakey, Commissioner of Education, State Department of Education, Montpelier, Vermont. 05602.

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Washington

1.The State Department of Education has established new program approval standards for certification purposes. These new standards were developed over a period of several years, and the final draft has the approval not only of teacher educators byt also of the the state's professional organizations. Under the new standards, PBTE programs must be: 1) planned and implemented by a consortium consisting of a college or university, local school system and local professional organization, and 2) based upon locally derived performance criteria.

2. For information, contact: Dr. Louis Bruno, Superintendent of Public Instruction, State of Washington Department of Education, Olympia, Washington.

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V. - Publications Lists

The items in this section are divided into two categories: 1) lists or catalogs or modules and other PBTE training resources, and 2) lists of publications related to PBTE and annotated bibliographies. The first group is listed randomly, and the second alphabetically according to title.

LISTS OF MODULES

List of module clusters keyed to the elementary teaching competencies which form the basis for the PBTE program at Southwest Minnesota State College. Write to: Division of Education, Elementary Education, Southwest Minnesota State College, Duluth, Minnesota.

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"Annotated Bibliography of SPPED Instructional Modules 0200-4200" - a list of modules developed under the direction of the New York State Department of Education. Write to: The University of the State of New York, The State Education Department, Division of Research, Albany, New York 12224.

* * *

"Master List of Weber Individualized Learning Kits (WILKIT)" - a list of some 50 modules in both Elementary and Secondary Teacher Education, developed at Weber State. Write to: Individualized Performance-Based Teacher Education Program (IPI), Weber State College, Ogden, Utah.

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"Competency-Based Teacher Education Publication List" - this list includes the elementary teacher education modules developed at the University of Georgia, as well as other publications. Write to: UCA-CBTEP Publications, 427 Aderhold Hall, University of Georgia, Athens, Georgia 30601.

* * *

"Clinical Program Orientation and Learning Packages" - a list of all the modules developed at and available from Western Washington State College. The College's policy is to disseminate only the complete set at $17.00. Write to: Department of Education, Western Washington State College, Bellingham, Washington. 98225

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"Module Clusters Available from S.U.C.B." - Over 50 clusters (groups of 2 or more related modules) have been developed at SUCB, covering most areas of a teacher education sequence in both elementary and secondary levels. Write to: Dr. Robert Arends, State Univeristy College at Buffalo, 1300 Elmwood Avenue, Buffalo, New York 14222.

* * *

Florida Center for Teacher Training Materials Catalog. Available from: Panhandle Area Educational Cooperative, Post Office Drawer 190, Chipley, Florida 32428. Price: $7.50 for Florida residents, $10.00 for out-of-state residents.

This catalog contains annotations, ordering information, etc. for some three hundred modules, each of which has been screened, revieved, and -in some cases- field-tested by the staff of the Florida Center for Teacher Training Materials. This is the most extensive module catalog on the market and an excellent resource.

* * *

"Individualied Teacher Education Materials: Titles of Florida B-2 Modules" - a list of the in-service teacher education modules developed, partly with state funds in Florida. These are among the few which also have A-V support materials. Write to: Panhandle Area Education Cooperative, P.O. Box 190, Chipley, Florida 32428.

Resources for Performance-Based Education, W. Robert Houston, editor. Available from (while the supply lasts): Theodore Andrews, Associate in Teacher Education, New York State Department of Education, 99 Washington Street, Albany, New York.

This is a catalog of resources for PBTE, including modules, filmstrips, audio/visual materials, etc. Each resource selected has been annotated and is classified ;) alphabetically according to title, author or source, and academic subject matter area, and 2) the Teacher Behavior Sort from the Florida Catalog of Teacher Competencies. An excellent resource, especially along with the Florida Catalog of modules.

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LAP Catalog. Available from: Educational Resources Center, Area Cooperative Educational Services (ACES), 12 Village Street, North Haven, Connecticut 06473. Price: $1.50

LAP stands for Learning Activitiy Packages, a term similar to modules, but generally referring to self-instructional, individualized learning materials for the classroom. The catalog does, however, contain some teacher education LAP entries.

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Materials for Modules: A Classification of Competency-Oriented Tools for Teacher Education, by Bruce Joyce, Marsha Weil, Greta Morine, and Rhoada Wald. If copies are still available, contact: National Teacher Corps, U.S. Office of Education, Washington, D.C.

Prepared for the National Teacher Corps, which has sponsored many PBTE programs, this Catalog contains information about teacher training modules avaialbe in 1971. Each module is classified acoording to: 1) behavioral status (how specifically the objectives are spelled out in behavioral terms, 2) instructional format (reading, micro-teach, simluation, etc.) and 3) administration (self-instructional, etc.)

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PUBLICATIONS LISTS AND BIBLIOGRAPHIES

"A Guide to Educational Technology in 1972". Available from: Order Department, Educational Technology Publications, Inc. 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Educational Technology publications puts out a professional magazie, research studies, and other publications, many of which are directly related to PBTE.

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Instructional Objectives: A National Compendium, prpared by the Florida State Department of Education. Available from: ERIC Document Reproduction Service, Leasco Information Products, 4827 Rugby Avenue, Bethesda, Maryland 20014. Price: $.65 (microfiche), $6.58 (hardcover).

The catalo contains sources of lists of instructional objectives for children and teachers, information about some teacher training materials, and information contacts.

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Mediated Teacher Education Resources: Supplemental Media Resources for Preservice and In-Service Teacher Education Programs, W.C. Meirhenry, ed. Available from: Order Department, American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. Price: Consult Source.

While these materials are not performance-based by definition, many of those listed in this catalog could be used with modules, and many of the resources have been developed by educators active in PBTE.

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Performance-Based Teacher Education: An Annotated Bibliography. PBTE Series # 7. Available from: Order Department, American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. Price: $2.00 (payment or an official purchase order must accompany orders.)

This bibliography contains entries relating to all areas of PBTE, general descriptive, evaluation, certification, etc. This is one of the few bibliographies of its kind and an excellent resource for any student of the performance movement.

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"Price List 31 - Education"This booklet gives price and ordering information about all documents developed under U.S.O.E. funding, which would include all those relating to the Elementary Teacher Education Models for instance. For a copy, write to: The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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Products for Personalizing Education: Catalog 1973 - a list of the publications, research reports, training materials, etc. produced at the University of Texas at Austin. Some of these materials are being disseminated by other sources such as ERIC, but many are available from the University directly. For a copy of this list, write to: Order Department, The Research and Development Center for Teacher Education, University of Texas at Austin, Austin, Texas 78712.

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Publications: Learning Research and Development Center. This is an annotated bibliography of the research reports published at the University of Pittsburgh, which has been very active in PBTE for several years. For a complimentary copy, write to: Information Services, Learning Research and Development Center, 160 North Craig wtreet, Pittsburgh, Pennsylvania 15213.

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Research in Education - a journal of abstracts of research reports on file with and available from the ERIC Clearinghouse, the U.S.O.E.-funded national information dissemination center, published monthly. There are several annual indices available for the years 1967-71, and simi-annual indices available for the period since them. For information about ordering, write to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

VI - Newsletters Relating to the Performance Movement

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C B C (Competency-Based Certification). This newsletter is published several times a year by the New York State Department of Education, Division of Teacher Education and Certification. Its purpose is to provide information about the 12 pilot projects on CBTE now underway in New York and funded by the state. To get your name added to the mailing list, crite to: CBC Newsletter, Division of Teacher Education and Certification, Room 1941, 99 Washington Street, Albany, New York 12210.

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Florida Center Review. This is the newsletter of the Florida Center for Teacher Training Materials, housed at the University of Miami - a state-funded project for the review and cataloguing of and dissemination of information about PBTE training materials. Published monthly, the newsletter contains articles about the activities of the Center, upcoming publications, and annotations of materials which have been reviewed by Center staff. To get your name on the mailing list, write to: Ms. Alice (Bebe) R. Abbott, Editor, Florida Center for Teacher Training Materials, University of Miami, Coral Gables, Florida.

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P B T E, the newsletter of the Multi-State Consortium on Performance-Based Teacher Education, a group of nine states who, under a Title V, section 505 grant, share information and support among themselves in their efforts in PBTE. The newsletter contains articles not only about PBTE activities in the Consortium states, but in other states as well; reviews of recent publications, etc. Excellent! To get your name on the mailing list, contact the Direcotr of the Consortium and editor of the newsletter: Mr. Theodore Andrews, Associate in Teacher Education, Bureau of Teacher Education, New York State Department of Education, 99 Washington Street, Albany, New York 12210.

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PPPBTE Newsletter, published five times during 1972-73 by the Clearinghouse for the 1972-73 Connecticut pilot projects on PBTE. This newletter was aimed particularly at the Connecticut educator, to disseminate information about the activities of the four pilot projects and events in the Connecticut performance movement. The Clearninghouse operated under a one-year grant from the Joint Teacher Education Committee of the State Board of Education and the Commission for Higher Education (Public Acts 260/761) for the initial pilot year. There will be no further issues of the Newsleeter, but there are extra copies of all but the first issue of the five published during 1972-73. For copies of these back issue, write to: Dr. Dick Mastain, Executive Director, Education Improvement Center, 16 Cem Street, New Haven, Ct. 06511.